

## Being good online: Is it different than being good offline?

Julian Dooley  
Senior Research Fellow  
Edith Cowan University



## Outline

- Technology use
- Cyber-bullying
  - Compare to F2F
- Other online behaviours
- Why does it happen?
- What about morals?
- Strategies
  - Quick overview

## Types of online risks

- Content risks (accidental or deliberate)
  - Pro-ana/mia, suicide, self-harm, hate group websites
- Contact risks – known and unknown
  - Cyber-stalking, grooming, solicitation, bullying
- Confidentiality risks
  - Privacy, ID theft
- Conduct risks
  - Cyber-bullying, sexting

Morgan Stanley

MORGAN STANLEY RESEARCH  
July 16, 2009  
Media & Internet

### How Teenagers Consume Media

By Matthew Robson (Aged 15 yrs & 7 months)

#### Radio

Most teenagers nowadays are not regular listeners to radio. They may occasionally tune in, but they do not try to listen to a program specifically. The main reason teenagers listen to the radio is for music, but now with online sites streaming music for free they do not bother, as services such as last.fm do this advert free, and users can choose the songs they want instead of listening to what the radio presenter/DJ chooses.

very reluctant to pay for a newspaper (hence the popularity of freesheets such as the Metro). Over the last few weeks, the sun has decreased in cost to 20p, so I have seen more and more copies read by teenagers. Another reason why mainly tabloids are read is that their compact size allows them to be read easily, on a bus or train. This is especially true for The Metro, as it is distributed on buses and trains.

#### Gaming

Whilst the stereotypical view of gamers is teenage boys, the emergence of the Wii onto the market has created a plethora of girl gamers and younger (6+) gamers. The most common console is the Wii, then the Xbox 360 followed by the PS3.

## What are young people doing online?

- Chatting with friends
- Searching for music/homework content
- **Use MSN (IM) – most common in 10+**
- Email (formal)
- Searching for videos (boys)
- Using SNS
- Playing games (younger)

## Gender differences?

### Boys more likely to:

play games, search for information about hobbies and interests and download files using p2p networks

### Girls more likely to:

chat to friends, search for music, send and receive emails and access social networking services

ACMA, 2009

Child Health Promotion Research  
Centre

ACMA, 2009

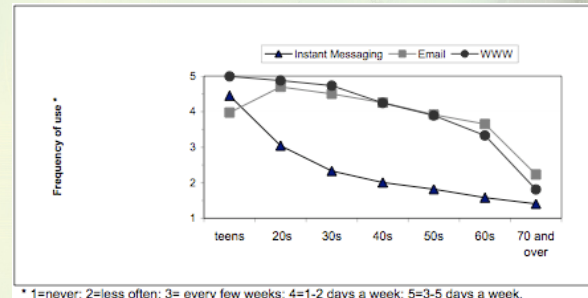
Child Health Promotion Research  
Centre

## IM

- Use decreases over time

\*Schianno et al., 2002

Child Health Promotion Research  
Centre



\* 1=never; 2=less often; 3= every few weeks; 4=1-2 days a week; 5=3-5 days a week.

Boneva, et al., 2008

Child Health Promotion Research  
Centre

## IM

- Use decreases over time
- Frequently students from school
- Useful when chatting to other gender
- Unsubstantial chat: "anything, nothing"\*
  - Making plans (~82%)
- Less enjoyable than other forms of communication (eg, F2F even with best friend)
- Why? Just passing time

\*Schianno et al., 2002

Child Health Promotion Research  
Centre

## Psychological functions of IM

- IM connects adolescents to peers and **extends** their opportunities to communicate.
  - Research available
- **IM helps define adolescents' social identities.**
  - A non-communicative function of IM that has not been studied and understood yet.

Boneva, et al., 2008

Child Health Promotion Research  
Centre

## Awareness of IM risks

- "Yeah my dad the other day... After that girl got kidnapped he was like, you better not be talking to people you don't know on the Internet and giving them your personal information. I'm like, **I'm not stupid...**"
- "But that's why she's not in the chat room ever - because at least with instant messenger you have more of a comfort knowing there's only a certain number of people who have... You have the buddy list or whatever- have her screen name. **But we don't worry about that so...**"

Boneva, et al., 2008

Child Health Promotion Research  
Centre

## What are young people looking at?

Google Australia  
FB  
Ninemsn  
Mail.live.com  
Google

MySpace\*\*  
Ebay  
YouTube  
Yahoo!  
Gmail

\*\* School is second most frequent place MySpace is accessed – despite filters\*\*

Boneva, et al., 2008

Child Health Promotion Research  
Centre

## SNS

facebook

300m global users /  
6m in June 09 AUS

myspace.com  
a place for friends

270m global users /  
most popular SNS with  
young people

Child Health Promotion Research  
Centre

Building the Field of  
Digital Media and Learning

November, 2008

## Living and Learning with New Media: Summary of Findings from the Digital Youth Project

Young people use online media to extend  
relationships and interests

Young people engage in peer-based, self-  
directed learning online

Child Health Promotion Research  
Centre



### Self-presentation and gender on MySpace

Adriana M. Manago\*, Michael B. Graham, Patricia M. Greenfield\*, Goldie Salimkhan  
Department of Psychology and Children's Digital Media Center University of California, Los Angeles 90095-1563, United States

#### ARTICLE INFO

Available online 15 August 2008

#### ABSTRACT

Within the cultural context of MySpace, this study explores the ways emerging adults

"It's just a way to promote yourself to  
society and show everyone, 'I'm  
moving up in the world, I've grown, I've  
changed a lot since high school.'"

Child Health Promotion Research  
Centre

## Positive and negative aspects

- "I leave comments on my sister's page, it kind of brings us closer together, we can relate in this aspect of our own little language, and you know what I'm saying but other people don't know what I'm saying to you."
- "I've seen a lot of girls wearing really provocative stuff... and I remember this one girl left a comment to her, it's like negative but she made it funny... it was making fun of her."

Child Health Promotion Research  
Centre

Australian Government  
Australian Institute of Child Health

Online child grooming:  
a literature review on the  
misuse of social networking  
sites for grooming children  
for sexual offences

Kim-Raeung Raymond Choo

AIC Reports  
Research and  
Public Policy Series

103

**Table 9** Categorization of recent online child grooming cases

Case study no.	Location	Communication medium	Known to offender before the grooming process?	Duration of grooming process	Sex with victim?
1	Australia	IMC room	No	Three months	No (victim was an anonymous public officer)
2	Australia	Phone and internet	No	One day	No (victim was an anonymous public officer)
3	United Kingdom	IMC room	No	Six months	No (victim was 13 years of age at the time of offence)
4	United Kingdom	Instant phone	Yes	Three months	No
5	United States	Online instant messaging	No	One month	No (victim was 15 years of age at the time of offence)
6	United States	Online instant messaging	No	Unknown	No (victim was an anonymous public officer)
7	United States	Online instant messaging	No	Unknown	No (victim was an anonymous public officer)
8	United States	Online instant messaging	No	10 months or longer (at the offender initiated communication with one of his victims when he was 18 years old)	No (victim was an anonymous public officer)
9	United States	Online instant messaging	No	Last three months	Not mentioned but the victim was observed by the offender to engage in child prostitution

"Despite the establishment of one of more public profiles on MySpace, there has apparently not been one successful sting operation initiated on MySpace in the more than two years during which these sting profiles have been in existence"

Willard, 2009, p.3

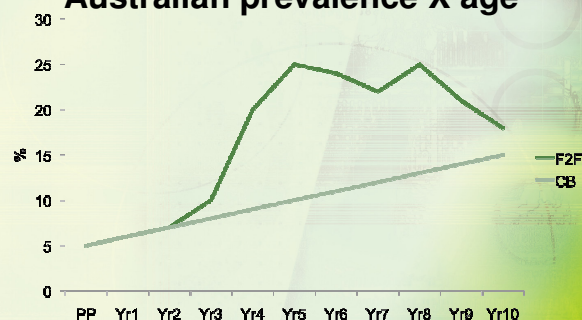
## Cyber-bullying



## Definition

Cyberbullying is when an individual or group use the internet, mobile phones or other technology to intentionally and repeatedly hurt another person or group of people.

## Australian prevalence X age



## Europe

Form of risk encountered by children and median response across countries researched	Incidence by European country Note: Percentages refer to online teenagers unless otherwise stated
Aggressive contact (child as participant) ... <i>Been bullied/harassed/stalked</i> The approximate median response is 15 – 20%	Poland: 52% Estonia: 31% of 6-14 year olds Italy: 21% of 7-11 year olds and 18% of 12-19 year olds UK: 20% of 11-19 year olds Ireland: 19% of 9-16 year olds Norway: 16% Sweden: 16% of 9-16 year olds Iceland: 15% of 9-16 year olds Belgium: 10%
Aggressive conduct (child as actor) ... <i>sent bullying/harassing messages</i> The approximate median response is 12%	Belgium: 18% Norway: 14% Denmark: 10% UK: 10% Ireland: 8%

### Cyber bullied by:

- 40 – 50% student at school
- 30 – 35% friend
- 10 – 13% sibling



### Cyber bully:

- 30 – 40% student at school
- 20 – 30% friend
- 7 – 10% sibling

Kowalski & Limber 2006; Cross et al. 2008

## Predictors: Students who cyber bully others

- Access to mobile phone
- No internet use rules at home
- Wireless internet access at home
- **Bully others face to face**
- Cyber and face to face bullied
- Male, secondary student
- **Favourable attitudes to cyber bullying**
- Below average academic achievement
- *More lonely and less connected to school*
- *Less supportive school*

Cross et al. 2009

## Location of cyber bullying

- Location of frequent\* cyber bullying (internet or phone)
  - 5% at home
  - 4.5% during break times
  - 3% in classroom
  - 2% way home from school
  - 2% at friend's house
  - 1.5% way to school



\* Every few weeks or more often

## Differences between cyber and F2F bullying\*



- 24/7 access
- Broadcast, even repeatedly
- Anonymous
- No authority
- Not telling – punitive fears
- Nastiness /disinhibition (Toxic cocktail?)

\*Dooley, Pyzalski, & Cross (in press)

## Cyber vs F2F

- Intent

## Student voices and cyber bullying

- "I've seen a lot of girls wearing really provocative stuff... and I remember this one girl left a comment to her, it's like negative but she made it funny... it was making fun of her."
- "I send her emails that are kind of threatening, not about her life, I know this sounds weird, but threatening her popularity" Yr 6
- "When you're a little bit older – you're smarter and you know how to do it more and you know what to do so they don't find out it's you." Yr 6
- "You can act more tough on MSN but at school you might not necessarily say it like that." Yr 8

## Cyber vs F2F

- Intent
- Anonymity

## Anonymity

"The nasty anonymous world is certainly still there, but I think people are trying to create protected spaces where they are a little more insulated from that. It is becoming increasingly difficult to think about being completely anonymous."

Mary Madden, PIALP

## Cyber vs F2F

- Intent
- Anonymity
- Repetition
- Power
- Group effect
- Normative discourse – Godwin's law

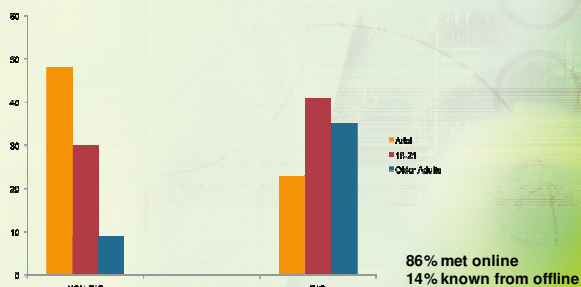
## Sexual Solicitation

## Victim characteristics

- Types of online interactions
  - Share personal information
  - Talk to strangers online about sex
- History of sexual or physical abuse
- General patterns of risky behaviour
  - Frequenting chatrooms
- 13-17 year olds
  - 99% of victim group
- Female (70-75% of victim group)
  - 14-17 years of age are highest risk category

Mitchell, et al., 2001, 2007;  
Subramanyam, et al., 2006;  
Wolak, et al., 2003, 2004, 2006

## Offender characteristics



Finkelhor, et al., 2000; Wolak, et al., 2004, 2006

**Solicitations do not necessarily come from "online predators":** All online solicitations were of an unwanted sexual nature. However, many could have been from other youth as most of those solicited did not know the age of the person who solicited them.

**Solicitations are not always intended to lure or are devious in nature:** Many solicitations are limited to brief questions or comments. Many messages were relatively crude, for example, one girl was asked what her bra size was.

**Most solicitations are not viewed as serious or threatening:** Up to 75% of youth reported that the solicitation did not upset or frighten them.

**Nearly all youth handled unwanted solicitations easily and effectively:** Most youth responded to sexual solicitations by removing themselves from the situation, blocking the solicitor, leaving the web site or computer, telling the solicitor to stop, or confronted, warned or ignored them.

Wolak, et al., 2007

## Exposure to illegal and inappropriate content

**Table 3 Top 20 internet pornographic-related search requests by keyword, 2006**

Search term	2006 top adult search requests				Demographics – sex and age in years (percentage)												
	2006 search requests (millions)	2006 % change	2005 % change	Web pages containing keyword (millions)	Male	Female	<18	18–24	25–34	35–49	50+						
Sex	76	7	40	414.00	50	50	20	20	20	20	20						
Adult dating	30	622	80	1.40	36	64	20	20	21	20	19						
Adult DVD	14	53	21	1.82	58	42	20	19	23	21	17						
Porn	24	–3	29	98.80	96	4	23	14	10	36	17						
Sex toys	16	4	1	2.65	58	42	20	16	19	19	26						
Teen sex	14	36	25	2.10	44	56	22	19	19	22	18						
Free sex	13	0	20	2.42	44	56	22	19	19	22	18						
Adult sex	13	301	51	1.58	36	64	19	21	21	20	19						
Sex ad	13	382	40	0.28	50	50	20	20	19	20	21						
Group sex	13	88	33	2.07	50	50	20	20	20	20	20						
Free porn	13	–10	54	2.74	97	3	22	14	10	36	19						

Choo (2009)



**Table 4 Children internet pornography statistics**

15 to 17-year-olds having multiple hard-core exposures	80%
8 to 16-year-olds having viewed pornography online	90%
7 to 17-year-olds who would freely give out home address	29%
7 to 17-year-olds who would freely give out email address	14%
Children's character names linked to thousands of pornography links	26

???

???

Choo (2009)

	X-rated video (%)		Internet – accidental (%)		Internet – deliberate (%)	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>Total</b>	<b>73</b>	<b>11</b>	<b>84</b>	<b>60</b>	<b>38</b>	<b>2</b>
Every week	5	0	24	7	4	0
Every 3 to 4 weeks	16	0	22	6	7	0
Every 2 to 3 months	11	0	11	11	11	0
Less often	40	11	27	36	16	2

Flood, 2007

Form of risk encountered by children and median response across countries researched	Incidence by European country Note: Percentages refer to online teenagers unless otherwise stated
Sexual content (child as recipient): ...Seen pornographic or unwelcome sexual content The approximate median response is 40%	Poland: 80% UK: 57% of 9-19 year olds Iceland: 54% of 9-16 year olds Austria: 50% of 10-15 year olds, 60% of 11-18 year olds Norway: 47% of 9-16 year olds The Netherlands: 46% of 13-18 year olds (71% in males, 40% in females) Belgium: up to 40% of 9-12 year olds Ireland: 37% of 9-16 year olds Sweden: 37% of 13-16 year olds France: up to 33% of 12-17 year olds Denmark: 29% of 9-16 year olds Italy: up to 25% of 7-11 year olds

Hasebrink, et al., 2007

## Why does this happen?

Child Health Promotion Research Centre

## Online disinhibition effect

- You don't know me – dissociative anonymity
- You can't see me - invisibility
- See you later - asynchronicity
- It's all in my head – solipsistic introjection
- It's just a game – dissociative imagination
- We're equals – minimising authority

Suler, 2004

Child Health Promotion Research Centre

## Other psych explanations?

- Lack of affective feedback and remoteness of harm
- Reduced fear of risk of detection and punishment
- A new environment with new rules
- Perceptions of social injustice and corruption

Willard, 2008

Child Health Promotion Research Centre

## Online immorality?



**ANONYMOUS**  
Because none of us are as cruel as all of us.



Child Health Promotion Research  
Centre

## What about morals?

Child Health Promotion Research  
Centre

## Defining morality...

« Venturing onto the icy precipice of defining the moral, it is reasonable, if not complete, to suggest that morality refers to a set of behavioural imperatives that protect a society from the tendency of individuals to wantonly advance their own aims at the expense of the well-being of those around them.

Moral imperatives serve to curtail these individual behaviors, as well as encouraging prosocial behaviors... »

Hynes, 2008

## Importance of MR

### • SOCIETY

- Govern rules of society
- Dictates social norms
- Transgression of norms and rules
- Links with socially maladaptive behaviour, criminality, rule-breaking, justice system, etc.

### • CLINICAL POPULATIONS

- Conduct disorder
- Pervasive developmental disorders

## Development of MR

- |                   |                              |
|-------------------|------------------------------|
| <b>Level I:</b>   | <b>Pre-Conventional</b>      |
| (i)               | Obedience & Punishment       |
| (ii)              | Individualism & Exchange     |
| <b>Level II:</b>  | <b>Conventional</b>          |
| (iii)             | Interpersonal relationships  |
| (iv)              | Maintaining social order     |
| <b>Level III:</b> | <b>Post-Conventional</b>     |
| (v)               | Social contract              |
| (vi)              | Universal ethical principles |



Kohlberg 1971, 1976

## Moral theories

- Domain theory
  - Eg, Nucci
- Moral motivation
  - Eg, Hoffman
- Moral control
  - Eg, Bandura

Child Health Promotion Research  
Centre

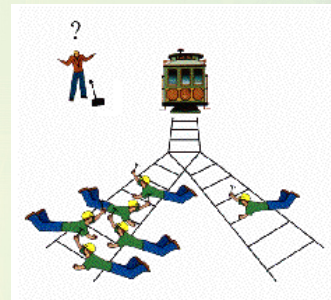


## Classic MR tasks

Defining Issues Test	Rest, 1979
Moral Judgement Interview	Colby & Kohlberg, 1987
Social Reflection Measure	Gibbs et al., 1992
Moral Justification Scale	Gump, 1994

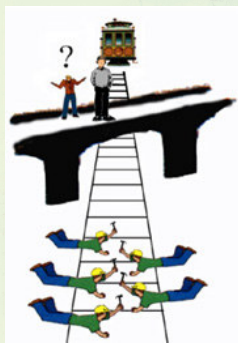
- limited by verbal nature
- limited by reading skills
- lack of social engagement
- lack of personal relevance
- developmentally appropriate?

## Would you save the 5 men?



Greene, 2009 Child Health Promotion Research Centre

## What about now?



Greene, 2009; Mikhail, 2007 Child Health Promotion Research Centre

## Kohlberg, Scharf & Hickey (1972)



Child Health Promotion Research Centre

### SO-MORAL TASK

Beauchamp, M.H. & Dooley, J.

ANSWER FORM



Orientation Introduction Core Dilemma Reasoning

Cheat at game



A. Do?  
B. Don't?

Dooley, et al., in press Child Health Promotion Research Centre

## Online / offline morality

- Gender and race differences in the acceptability of morally quest behaviours in VW
- Moral behaviour and moral attitudes in RW predicted acceptability of morally quest behaviours in VW
- Frequency of IT use predicted acceptability of morally quest behaviours in VW

Jackson, et al. 2009 Child Health Promotion Research Centre

## Classification system for Internet ethics/morals

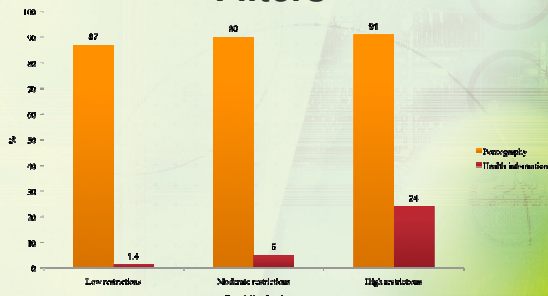
- Respect for property
- Respect for territory and privacy
- Respect for others and common courtesy
- Respect for institution
- Respect for self

Willard, 2008

Child Health Promotion Research Centre

## Strategies

### Filters



Richardson, et al., 2002

Filter	Non-objectionable	Objectionable	Total
<b>CYBERSitter</b>			
Not blocked	85.4	30.6	75.5
Blocked	14.6	69.4	24.5
<b>Cyber Patrol</b>			
Not blocked	90.9	44.4	82.5
Blocked	9.1	55.6	17.5
<b>SurfWatch</b>			
Not blocked	92.7	55.6	86.0
Blocked	7.3	44.4	14.0
<b>Net Nanny</b>			
Not blocked	97.0	83.3	94.5
Blocked	3.0	16.7	5.5

Adapted from Hunter (2000)

Campbell Systematic Reviews  
2009:2  
First published: 26 August, 2009  
Last updated: 9 July, 2009

### Interventions for Children, Youth, and Parents to Prevent and Reduce Cyber Abuse

#### REVIEWERS' CONCLUSIONS

Results provide evidence that participation in psychoeducational Internet safety interventions is associated with an increase in Internet safety knowledge but is not significantly associated with a change in risky online behaviour. The need for further research in this field is highlighted.

Mishna et al., 2009

Child Health Promotion Research Centre

## Does education work?

Question	Pre-test Unsure or believed it was safe		Post-test Not safe	
	Saco	Palermo	Saco	Palermo
Safe to meet someone in person after they had been chatting with them for a long time.	54%	13%	83%	82%
Safe to say what school they attend.	50%	36%	92%	96%
Safe to tell people where they hang out	29%	16%	92%	100%
Safe to state their real name on the Internet	25%	20%	92%	98%
Safe to put their address on the Internet	25%	16%	88%	95%
Safe to post their picture on the Internet.	25%	15%	96%	98%

NetSmartz, 2008



**Thank you**

**Julian Dooley**  
**Senior Research Fellow**  
**Edith Cowan University**  
 Email: [j.dooley@ecu.edu.au](mailto:j.dooley@ecu.edu.au)  
 Web: [www.chprc.ecu.edu.au](http://www.chprc.ecu.edu.au)



**Thank you**

**Julian Dooley**  
**Senior Research Fellow**  
**Edith Cowan University**  
 Email: [j.dooley@ecu.edu.au](mailto:j.dooley@ecu.edu.au)  
 Web: [www.chprc.ecu.edu.au](http://www.chprc.ecu.edu.au)

